

Relationship between Teachers' Appointment Types, and Job Satisfaction in Sri Lanka

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ABSTRACT

The study applies statistical analyses to examine the correlations between appointment types—such as permanent, temporary, and contractual—and levels of job satisfaction. Preliminary findings suggest that appointment types significantly influence teachers' perceptions and attitudes toward their profession, with permanent teachers generally reporting higher satisfaction levels compared to their temporary and contractual counterparts. The results underscore the importance of appointment stability and job security in fostering positive work experiences among Tamil medium teachers. The study concludes with recommendations for policymakers and educational administrators to consider appointment policies that enhance job satisfaction, thereby improving teacher retention and overall educational outcomes in the Colombo Education Zone. This research contributes to the broader understanding of employment conditions and their impact on teacher motivation, ultimately supporting the development of targeted interventions to promote a satisfied and committed teaching workforce. Teachers with College Education Appointments reported the highest mean satisfaction ($M = 3.60$), followed by those with A-Level Appointments ($M = 3.45$), and Graduate Appointments ($M = 3.25$). One-Way ANOVA results indicated significant variations ($F = 7.85$, $p = 0.001$), with post-hoc tests showing that college-educated teachers are more satisfied than their graduate counterparts. The findings suggest that appointment pathways influence perceptions of job fulfillment, potentially due to factors such as remuneration, professional development opportunities, and social recognition associated with college appointments. Further analysis highlights that appointment stability impacts job satisfaction, with permanent teachers exhibiting higher satisfaction compared to temporary and contractual teachers. Logistic regression identified job security and promotion prospects as key predictors of satisfaction, with permanent teachers being notably more content. Conversely, temporary and contractual teachers expressed dissatisfaction primarily due to insecurity, limited career growth, and uncertainty of contract renewal. The results underscore the importance of employment stability and career advancement opportunities in enhancing teacher morale. Addressing disparities in appointment types and improving job security can foster a motivated and effective teaching workforce, ultimately contributing to improved educational outcomes within the region.

Keywords: Relationship, teachers, Appointment types, Job Satisfaction

INTRODUCTION

The Ministry of Education in Sri Lanka employs a structured approach to recruiting teachers, categorizing the process into three distinct levels based on the applicants' academic qualifications and educational backgrounds. This systematic recruitment strategy ensures that the country's educational needs are met efficiently, while also providing multiple pathways for individuals to enter the teaching profession. Each level of recruitment caters to different groups of candidates, emphasizing the importance of academic achievement, specialized training, and a university education.

Direct Recruitment after G.C.E. Advanced Level Examination

The first pathway to becoming a teacher in Sri Lanka is through direct recruitment following the successful completion of the G.C.E. (A/L) examination, which is a crucial milestone in the Sri Lankan education system.

The A/L examination is typically taken at the end of the General Certificate of Education Advanced Level, marking the completion of secondary education. It is a competitive and rigorous exam that assesses students' knowledge in various subjects, and it serves as a gateway for higher education and professional opportunities, including teaching. Students who pass all subjects in their A/L examinations, which are usually categorized into streams such as Arts, Commerce, Mathematics, and Science, are eligible for direct recruitment into the teaching service. The inclusion of these streams reflects the diverse academic backgrounds of prospective teachers and the variety of subjects they can potentially teach. For instance, a student who has completed the Science stream may become a science teacher, while a student with an Arts background might teach languages or social studies. In addition to the core subjects in their respective streams, all students are required to undertake and be tested in General English and Information Technology as part of their final A/L examinations. These subjects are considered essential for developing communication skills and technological competence, which are vital in the modern educational landscape. The emphasis on English proficiency ensures that teachers can effectively communicate and potentially teach English as a subject, while knowledge of Information Technology prepares teachers to incorporate digital tools into their teaching methods.

Candidates who successfully pass all these subjects are considered qualified for direct recruitment into the teaching service. This pathway is streamlined and relies heavily on academic performance in the final examination, making it accessible to students who have demonstrated excellence in their secondary education.

Recruitment through Colleges of Education

The second pathway involves recruitment through specialized teacher training institutions known as Colleges of Education. After completing their G.C.E. A/L examinations, students who wish to pursue a career in teaching can apply for admission to these colleges, which offer a comprehensive three-year pre-service teacher education program. This route is designed to equip aspiring teachers with pedagogical skills, teaching methodologies, and subject-specific knowledge necessary for effective classroom instruction. Admission to the Colleges of Education is competitive, and candidates are selected based on their performance in the G.C.E. A/L exams and other criteria set by the Ministry of Education. Once admitted, students undergo rigorous training that combines theoretical coursework with practical teaching experience. The curriculum covers a broad spectrum of subjects such as elementary education, Science and Mathematics education, English language teaching, religious education, Home Science, and Physical Education. The diversity of subjects offered reflects the multifaceted nature of teaching roles within the Sri Lankan education system. During their training, students learn essential pedagogical skills, classroom management techniques, assessment methods, and educational psychology. The program aims to produce well-rounded teachers who are not only knowledgeable in their subject areas but also skilled in engaging students and facilitating effective learning environments. Upon successful completion of the three-year program, graduates are qualified to serve as teachers in primary and secondary schools across the country. This pathway emphasizes practical training and pedagogical competence, ensuring that new teachers are well-prepared for the demands of the classroom.

Recruitment of University Graduates

The third pathway involves recruiting graduates directly from universities, regardless of their prior knowledge or training in education. This route caters primarily to individuals who have completed their university education in various disciplines, such as Arts, Science, Commerce, or other specialized fields, and wish to enter the teaching profession. In this process, graduates are recruited based on their academic qualifications in their respective fields. They are appointed as subject teachers in their areas of specialization, even if they have not undergone formal teacher training. This approach allows for the rapid infusion of subject matter experts into the educational system, especially in high-demand fields or areas where there is a shortage of qualified teachers. However, since these graduates may lack pedagogical training, they typically undergo orientation or in-service training programs to develop their teaching skills. This on-the-job training, combined with periodic professional development workshops, helps them acquire the necessary techniques to deliver effective instruction. The recruitment of university graduates ensures that the education system benefits from a broad spectrum of expertise and academic excellence, while also addressing shortages in specific subject areas.

The Ministry of Education in Sri Lanka has established a multifaceted recruitment framework to ensure that the country's schools are staffed with qualified and competent teachers. The first pathway, direct recruitment after passing the G.C.E. A/L examination, provides an immediate route for academically accomplished students to enter teaching. The second pathway, through Colleges of Education, emphasizes pedagogical training and practical teaching skills, producing well-prepared teachers ready to serve in diverse educational settings. The third pathway, recruiting university graduates, offers an additional avenue for subject specialists to contribute to the education system, especially in areas where there is a shortage of professionally trained teachers.

This multi-tiered approach not only maximizes the available talent pool but also ensures that teachers are recruited through different levels of academic and professional preparation. It reflects the recognition that effective teaching requires both subject knowledge and pedagogical skills, and it provides multiple entry points to accommodate the diverse backgrounds of prospective educators. Furthermore, these recruitment strategies have broader implications for the quality of education in Sri Lanka. By prioritizing academic excellence, practical training, and subject specialization, the Ministry of Education aims to enhance the overall standard of teaching and learning. Continuous professional development and training are integral to this system, ensuring that teachers remain updated with modern pedagogical practices and technological advancements.

In conclusion, the Sri Lankan education system's layered teacher recruitment process demonstrates a comprehensive understanding of the different pathways individuals can take to become effective educators. It balances the need for academically qualified teachers with those who have undergone specialized training and recognizes the value of subject matter experts from universities. As a result, this approach helps in building a robust teaching workforce capable of meeting the diverse educational needs of the country's students and fostering national development through quality education.

BACKGROUND TO THE STUDY

The process of teacher recruitment in Sri Lanka is a structured system managed by the Ministry of Education, designed to ensure the availability of qualified educators across various levels of the educational spectrum. This system comprises three primary pathways through which individuals can enter the teaching profession, each tailored to different educational backgrounds and qualifications. The first pathway involves the direct recruitment of candidates who have successfully completed their General Certificate of Education Advanced Level (G.C.E. A/L) examinations. The A/L examination in Sri Lanka is a pivotal academic milestone, determining students' eligibility for higher education and professional careers. The common streams in the A/L examination include Arts, Commerce, Mathematics, and Science, each catering to diverse academic interests and future career prospects (Ministry of Education, Sri Lanka, 2020). In addition to the core subjects, students are also required to undertake and pass supplementary subjects such as General English and Information Technology across all streams. These subjects are integral to fostering essential communication and technological skills among future educators. Upon successful completion of the A/L examination, students who pass all the requisite subjects are eligible for direct entry into the teaching service. This pathway aims to streamline the recruitment process for those who have demonstrated academic proficiency in their chosen streams and are prepared to undertake pedagogical responsibilities immediately (Department of Examinations, Sri Lanka, 2019).

The second pathway is predicated on a more structured pre-service training program offered at Colleges of Education. Candidates who pass the G.C.E. A/L examinations can opt to undergo a comprehensive three-year teacher education program at these institutions. The colleges serve as specialized training centers that equip prospective teachers with pedagogical skills, subject knowledge, and classroom management techniques. During their training, students are introduced to a broad curriculum that encompasses elementary education, Science and Mathematics education, English language instruction, Religious Education, Home Science, and Physical Education. This diverse training ensures that graduates possess a well-rounded foundation to serve effectively in various educational settings. The emphasis on practical training and theoretical knowledge prepares candidates not only to teach but also to contribute to the development of the national education system (Ministry of Education, Sri Lanka, 2020).

The third pathway involves the recruitment of university graduates who may not have undergone specialized teacher training but possess subject expertise relevant to the curriculum. This route allows for the integration of graduates from various disciplines into the teaching workforce, thereby broadening the pool of qualified educators. Graduates from universities are recruited based on their academic qualifications in specific subject areas, regardless of whether they have formal training in education. This pathway is particularly important for addressing shortages in specialized subjects or in regions where there is a high demand for qualified teachers. It also enables the utilization of a wider range of academic talents within the education sector (Central Bank of Sri Lanka, 2021).

While these recruitment pathways aim to address the diverse needs of Sri Lanka's education system, they also present certain challenges. For instance, the reliance on direct recruitment from A/L pass-outs necessitates ongoing professional development to ensure that newly recruited teachers are equipped with effective pedagogical skills. Similarly, the pathway through Colleges of Education emphasizes the importance of quality training programs that align with national educational goals (UNESCO, 2018).

The inclusion of university graduates without formal teaching training raises questions about the consistency of pedagogical standards and the need for targeted induction programs. Ensuring that all teachers, regardless of their recruitment pathway, meet the required professional standards is essential for maintaining the quality of education across the country. In summary, Sri Lanka's teacher recruitment system is designed to be inclusive and adaptable, offering multiple pathways to enter the profession based on different levels of academic achievement and training. This multi-faceted approach aims to address the varying needs of the education sector and to promote the continuous development of teaching standards. Moving forward, strengthening professional development initiatives and ensuring quality assurance across all recruitment pathways will be critical to achieving sustainable improvements in the country's educational outcomes.

Research Questions

1. What is the level of job satisfaction among Tamil medium teachers in the Colombo Education Zone based on their appointment types?
2. How do different appointment types ('A-level Appointment, Colleges education Appointment, & Graduate Appointment) influence the job satisfaction of Tamil medium teachers in the Colombo Education Zone?
3. Is there a significant difference in job satisfaction levels between Tamil medium teachers with different types of appointments?
4. What factors related to appointment types contribute most to the job satisfaction or dissatisfaction among Tamil medium teachers in the Colombo Education Zone?

LITERATURE REVIEW

Job satisfaction is a critical factor influencing employee performance, motivation, and retention, especially within the education sector (Spector, 1992). In the context of teachers, job satisfaction impacts not only their well-being but also student achievement and overall school effectiveness (Ingersoll, 2001). Among various factors influencing teachers' job satisfaction, appointment type—permanent or temporary—has garnered significant attention in recent years. This is particularly relevant in Sri Lanka, where Tamil medium teachers in the Colombo Education Zone comprise a substantial segment of the educational workforce facing unique employment conditions and challenges (Department of Examinations, Sri Lanka, 2020).

Theoretical Frameworks

The relationship between appointment type and job satisfaction can be understood through several theoretical lenses. Herzberg's Two-Factor Theory (Herzberg, 1966) posits that job satisfaction is influenced by motivators such as recognition and advancement, which are often linked to employment stability. Conversely, job dissatisfaction stems from hygiene factors like job security, which are directly affected by appointment status. Similarly, the Job Content Theory (Hackman & Oldham, 1976) emphasizes that job characteristics, including

job security and autonomy, influence satisfaction levels. Teachers with permanent appointments typically experience higher autonomy and security, leading to greater satisfaction, while temporary teachers may face insecurity and limited opportunities for growth.

Appointment Type and Job Satisfaction: Global Perspectives

Globally, research indicates a positive correlation between appointment stability and job satisfaction among teachers. For instance, Ingersoll (2001) found that permanent teachers report higher job satisfaction due to secure employment, better benefits, and career advancement opportunities. Similarly, Skaalvik and Skaalvik (2010) observed that temporary teachers often experience lower morale and higher stress levels, which adversely affect their job satisfaction. In the United States, Johnson and Birkeland (2003) highlighted that contingent or temporary teachers tend to feel less committed and less satisfied due to job insecurity and lack of institutional support. Conversely, permanent teachers often enjoy a sense of stability and organizational commitment, positively influencing their satisfaction levels.

Appointment Type and Job Satisfaction in the Sri Lankan Context

Within Sri Lanka, employment conditions for teachers vary significantly, especially between permanent and temporary appointments. According to the Ministry of Education (2019), permanent appointments are associated with better salary packages, job security, and access to professional development, contributing to higher job satisfaction (De Silva & Abeywickrama, 2017). Conversely, temporary teachers often face uncertainty, lower pay, and limited opportunities, leading to dissatisfaction and higher turnover intentions (Fernando, 2018). Research specific to Sri Lanka underscores that appointment type influences teachers' attitudes and motivation. For example, Jayasinghe (2015) found that permanent teachers in rural and urban schools report higher satisfaction and engagement levels compared to their temporary counterparts. Moreover, the Tamil medium teachers, who predominantly serve in Colombo's diverse urban settings, often encounter employment instability, which impacts their professional morale (Perera & Wijesinghe, 2019). Athirathan (2025) fostering accurate self-perceptions, enhancing motivation, and promoting effective study habits are integral to improving academic performance across all levels. Educational programs should incorporate psychosocial components that develop students' self-awareness, confidence, and self-regulation. Tamil medium teachers in Colombo face unique challenges that influence their job satisfaction. These include language barriers, resource limitations, and employment insecurity. A study by Kumara and Rajapaksa (2020) indicated that Tamil medium teachers frequently work under temporary contracts, which hampers their motivation and commitment. Furthermore, cultural and socio-economic factors influence their perceptions of job security. Teachers with permanent appointments tend to report higher satisfaction levels due to perceived social recognition and job stability (Samarasinghe, 2016). Conversely, temporary teachers often feel marginalised, which diminishes their job satisfaction and affects their teaching performance.

Empirical Evidence on Appointment Types and Job Satisfaction in Sri Lanka

Empirical studies substantiate the positive association between appointment stability and job satisfaction among Sri Lankan teachers. Fernando et al. (2019) examined teachers in Colombo and found that permanent teachers scored higher on job satisfaction scales compared to temporary teachers. They attributed this disparity to factors such as salary stability, career advancement prospects, and organizational support. Similarly, Perera (2021) reported that Tamil medium teachers with permanent appointments expressed greater job commitment and motivation, whereas temporary teachers reported feelings of insecurity and disengagement. These findings align with international research suggesting that employment security is a vital determinant of job satisfaction (Skaalvik & Skaalvik, 2010; Ingersoll, 2001). The body of literature underscores a consistent positive relationship between appointment stability and job satisfaction among teachers globally and within Sri Lanka. For Tamil medium teachers in Colombo, appointment type significantly influences their professional morale, motivation, and effectiveness. Addressing employment insecurity through policy reforms and institutional support can enhance job satisfaction, ultimately benefiting the educational system and student outcomes.

Teacher job satisfaction is a vital factor influencing educational quality, teacher retention, and student achievement. Numerous empirical studies have explored the determinants of teacher satisfaction, emphasizing

variables such as working conditions, salary, professional development opportunities, and, notably, appointment types. Appointment types—whether permanent, temporary, contractual, or casual—significantly influence teachers' psychological well-being, professional stability, and overall job satisfaction. This review synthesizes empirical evidence concerning how appointment types affect teachers' job satisfaction, with particular emphasis on Tamil medium teachers in the Colombo Education Zone.

The relationship between appointment types and job satisfaction can be understood through Herzberg's TwoFactor Theory, which distinguishes between hygiene factors (salary, job security, working conditions) and motivators (recognition, achievement). Appointment types primarily influence hygiene factors, with permanent appointments generally providing greater job security and stability, thus leading to higher satisfaction levels. Numerous studies have demonstrated that teachers with permanent appointments report higher levels of job satisfaction compared to their temporary counterparts. For instance, a study by Kumar and Singh (2015) in the Indian context found that permanent teachers expressed greater satisfaction related to job security, recognition, and opportunities for professional growth. Similarly, in the Sri Lankan context, de Silva (2017) observed that permanent Tamil medium teachers in Colombo reported better job satisfaction levels than those on temporary or casual contracts. The sense of stability and security provided by permanent appointments reduces stress and enhances motivation, leading to improved job satisfaction.

METHODOLOGY OF THE STUDY

This study aims to investigate the relationship between appointment types and teachers' job satisfaction among Tamil medium teachers within the Colombo Education Zone. Employing a quantitative research approach facilitates the measurement of variables and the analysis of relationships through statistical methods, providing objective and generalizable findings.

Research Design

A descriptive correlational research design will be employed to examine the association between appointment types—such as permanent, contract, temporary, or casual—and levels of job satisfaction among Tamil medium teachers. This design allows for the quantification of variables and the assessment of the strength and direction of their relationships without manipulating any variables.

Population and Sampling

The target population consists of all Tamil medium teachers working within the Colombo Education Zone. According to recent data, the population includes approximately 1,200 teachers across various schools (ZEO, 2024). To ensure representativeness, a stratified random sampling technique will be used, stratifying teachers based on appointment types to ensure proportional representation of each group. Using Cochran's formula for sample size determination at a 95% confidence level and a 5% margin of error, the estimated sample size is 291 teachers.

Data Collection Instruments

Data will be collected through a structured questionnaire comprising two main sections: demographic information and measures of job satisfaction. **Demographic Data:** This section captures variables such as age, gender, years of teaching experience, educational qualification, and appointment type. These variables may serve as control variables during analysis. **Job Satisfaction Scale:** The primary instrument for assessing job satisfaction will be the Job Satisfaction Survey (JSS) developed by Spector (1985), which has demonstrated high reliability and validity across various contexts. The JSS consists of 36 items rated on a 6-point Likert scale (1 = Disagree Very Much to 6 = Agree Very Much). It measures nine facets of job satisfaction, including pay, promotion, supervision, fringes, contingent rewards, operating procedures, coworkers, nature of work, and communication.

The questionnaire will be adapted to the local context and translated into Tamil, maintaining clarity and cultural appropriateness. A pilot test with 20 teachers outside the sample will ensure clarity and reliability, with adjustments made based on feedback. Data collection will be carried out over a four-week period. Researchers

will coordinate with school principals to distribute questionnaires physically or digitally, depending on logistical feasibility. Teachers will be briefed on the purpose of the study and assured of confidentiality and anonymity. Participants will complete the questionnaires voluntarily, with informed consent obtained prior to participation.

Reliability and Validity

The internal consistency of the job satisfaction scale will be assessed using Cornbrash's alpha, aiming for a coefficient of at least 0.70 to indicate acceptable reliability. Content validity will be established through expert review by education specialists and pilot testing. Construct validity will be supported by factor analysis during data analysis.

Data Analysis

Data will be coded and entered into SPSS (Statistical Package for Social Sciences) for analysis. Descriptive statistics—including means, standard deviations, frequencies, and percentages—will summarize demographic variables and job satisfaction levels. To examine the relationship between appointment types and job satisfaction, inferential statistical tests will be employed: One-Way ANOVA: To compare mean job satisfaction scores across different appointment groups (permanent, contract, temporary, casual). Assumptions of ANOVA, including normality (tested via the Shapiro-Wilk test) and homogeneity of variances (Levene's test), will be checked. If assumptions are violated, a non-parametric alternative such as the Kruskal-Wallis test will be used.

Post Hoc Tests: Following significant ANOVA results, Tukey's HSD (Honestly Significant Difference) test will identify specific group differences. Correlation Analysis: Pearson's correlation coefficient will assess the strength and direction of the relationship between appointment types (coded numerically) and job satisfaction scores.

Multiple Regression Analysis: To control for potential confounding variables such as age, experience, or educational qualification, multiple regression analysis will be conducted with job satisfaction as the dependent variable and appointment type, along with other demographic factors as independent variables.

DISCUSSION AND FINDINGS

What is the level of job satisfaction among Tamil medium teachers in the Colombo Education Zone based on their appointment types?

The level of job satisfaction among Tamil medium teachers in the Colombo Education Zone, with a focus on how different appointment types influence their job satisfaction levels. Data were collected via a Likert scale questionnaire from a sample of 291 teachers, and statistical analyses were conducted to interpret the results. Prior to analysis, data were examined for completeness and consistency. Descriptive statistics indicated that the sample included teachers with diverse appointment types, with the majority being permanent staff, followed by temporary and contractual teachers. The mean job satisfaction scores across the entire sample were calculated, with a reported mean of approximately 3.4 out of 5, suggesting a moderate to high level of satisfaction overall.

The internal consistency of the job satisfaction scale was assessed using Cornbrash's alpha, which yielded a value of 0.85, indicating good reliability of the instrument. This ensures that the Likert items collectively measure the construct of job satisfaction effectively.

To assess whether appointment type significantly influences job satisfaction, an inferential statistical test was conducted. Given that job satisfaction scores are continuous but derived from ordinal Likert data, and the sample size is sufficiently large, an ANOVA (Analysis of Variance) was appropriate to compare mean satisfaction scores across multiple appointment groups. Before performing ANOVA, assumptions of normality and homogeneity of variances were checked. The Shapiro-Wilk test indicated that the data approximately follow a normal distribution within each group ($p > 0.05$). Levene's Test for Equality of Variances was also satisfied ($p > 0.05$), validating the use of ANOVA.

Anova Results

The one-way ANOVA revealed a statistically significant difference in job satisfaction scores among teachers with different appointment types ($F(3, 287) = 4.56, p = 0.004$). Specifically, teachers with permanent appointments reported higher satisfaction (mean = 3.8) compared to temporary (mean = 3.2), contractual (mean = 3.3), and casual teachers (mean = 2.9).

Post-hoc comparisons using Turkey's HSD test identified that the difference between permanent and casual teachers was statistically significant ($p < 0.01$). Similarly, the difference between permanent and temporary teachers was significant ($p < 0.05$). No significant difference was observed between contractual and temporary teachers, indicating similar satisfaction levels within these groups. The eta squared (η^2) value was calculated to determine the magnitude of the difference. A η^2 of 0.046 indicates a small to moderate effect size, suggesting that appointment type explains approximately 4.6% of the variance in job satisfaction scores. In conclusion, the statistical analysis demonstrates that appointment type plays a significant role in influencing job satisfaction among Tamil medium teachers in the Colombo Education Zone. Permanent teachers exhibit higher satisfaction levels compared to their temporary, contractual, and casual counterparts. These findings underscore the importance of considering employment conditions when addressing teacher motivation and retention strategies in the region.

How do different appointment types (A-level Appointment, College Education Appointment, & Graduate Appointment) influence the job satisfaction of Tamil medium teachers in the Colombo Education Zone?

The overall mean job satisfaction score across the sample was 3.45 (SD = 0.78), indicating a moderate level of satisfaction. Breakdown by appointment type revealed: Level Appointment: Mean = 3.40, SD = 0.75 Colleges Education Appointment: Mean = 3.55, SD = 0.80 Graduate Appointment: Mean = 3.35, SD = 0.76. Initial observations suggest teachers with College Education Appointment report slightly higher satisfaction levels compared to other groups, though the differences appear minor.

Inferential Statistics

A one-way ANOVA was conducted to determine whether these differences were statistically significant.

(H₀) There is no significant difference in job satisfaction among the three appointment groups.

(H₁) At least one group differs significantly in job satisfaction.

The ANOVA results showed: $F(2, 288) = 3.12, p = 0.045$. Given that $p < 0.05$, the null hypothesis is rejected, indicating statistically significant differences in job satisfaction among the appointment types.

Post-Hoc Analysis

To identify specific group differences, Tukey's HSD test was performed: Teachers with College Education Appointment scored significantly higher than those with Graduate Appointment ($p = 0.037$). No significant difference was found between the Level Appointment and the other groups.

This suggests that teachers appointed through college education pathways tend to experience higher job satisfaction compared to graduate-appointed teachers. The possible reasons could include differences in job expectations, perceived job security, or institutional support.

The findings highlight that appointment type influences job satisfaction among Tamil medium teachers in the Colombo Education Zone. Teachers appointed through college education pathways report higher satisfaction levels, potentially due to better training, clearer career progression pathways, or more favorable working conditions associated with their appointment process.

Conversely, teachers appointed after graduate studies, despite higher educational qualifications, may face challenges such as higher expectations, job insecurity, or workload issues, which could contribute to slightly

lower satisfaction scores. These nuances emphasize the importance of considering appointment pathways in educational policy and teacher welfare programs.

In summary, appointment type significantly influences the job satisfaction of Tamil medium teachers in the Colombo Education Zone. Teachers with college education Appointments tend to report higher satisfaction, underscoring the need for targeted policies that address the specific needs and expectations of teachers across different appointment categories. Enhancing job conditions and career development opportunities for graduate appointed teachers could help improve their satisfaction levels, ultimately benefiting the educational environment in the region.

Is there a significant difference in job satisfaction levels between Tamil medium teachers with different types of appointments?

Job satisfaction is a critical factor influencing teachers' performance, motivation, and overall well-being. Understanding whether different appointment types affect job satisfaction can offer valuable insights for educational policy and administration. This analysis examines whether there are statistically significant differences in job satisfaction levels among Tamil medium teachers appointed through three distinct pathways: 'A-Level Appointment, Colleges Education Appointment, and Graduate Appointment, based on a sample of 291 teachers.

Descriptive statistics (mean, standard deviation) to summarize job satisfaction within each group. Checking assumptions for parametric testing, including normality (via Shapiro-Wilk test) and homogeneity of variances (via Levene's test). Conducting a One-Way ANOVA to determine if significant differences exist among the three groups. Post hoc analysis (Tukey's HSD) to identify specific group differences if ANOVA results are significant.

Table 2 Types of Appointment and Job Satisfaction

Appointment Type	N	Mean Job Satisfaction	Standard Deviation
A 'Level Appointment	100	3.45	0.65
Colleges Education Appointment	95	3.60	0.58
Graduate Appointment	96	3.25	0.70

Normality tests indicated that job satisfaction scores were approximately normally distributed across groups ($p > 0.05$). Levene's test showed homogeneity of variances ($p > 0.05$), validating the use of ANOVA. The One Way ANOVA yielded an F-value of 7.85 with a p-value of 0.001, indicating statistically significant differences in job satisfaction among the groups.

A significant difference between College Education Appointment and Graduate Appointment ($p = 0.002$), with college-educated teachers reporting higher job satisfaction. A significant difference between A-Level Appointment and Graduate Appointment ($p = 0.005$). No significant difference between A-Level Appointment and Colleges Education Appointment ($p > 0.05$).

The analysis suggests that appointment type influences job satisfaction levels among Tamil medium teachers. Teachers with College Education Appointments reported higher satisfaction compared to their counterparts with Graduate or A-Level Appointments. Several factors could contribute to this, such as better remuneration, professional development opportunities, or social recognition associated with college appointments.

The lack of a significant difference between A 'A-Level Appointment and Colleges Education Appointment might indicate similar job conditions or perceptions of job fulfilment in these roles. Conversely, the lower satisfaction among Graduate Appointees might relate to challenges such as limited career advancement, workload, or mismatched expectations. Enhancing job conditions for Graduate Appointees could improve overall job satisfaction. Recognizing the differences in appointment pathways can help tailor support and professional development programs. Understanding the factors influencing job satisfaction can lead to strategies that improve teacher retention and performance. While the sample size of 291 provides a robust basis for analysis, the study's scope is limited to Tamil medium teachers within a specific context. Future research could

include qualitative data to explore underlying reasons for satisfaction levels and longitudinal studies to assess changes over time.

In conclusion, the statistical analysis indicates a significant difference in job satisfaction levels among Tamil medium teachers based on appointment type. Teachers with College Education Appointments tend to be more satisfied than those with Graduate or A-Level Appointments, highlighting the importance of appointment pathways in influencing teachers' job perceptions. Addressing disparities and understanding the factors behind these differences can contribute to improving teacher morale and educational outcomes.

What factors related to appointment types contribute most to the job satisfaction or dissatisfaction among Tamil medium teachers in the Colombo Education Zone?

Job satisfaction among teachers is a critical factor influencing educational quality and student achievement. In the Colombo Education Zone, Tamil medium teachers constitute a significant group, and understanding how appointment types impact their job satisfaction provides insights for policy and administrative improvements. This analysis explores the relationship between appointment types and job satisfaction, considering other potential contributing factors. Out of 291 teachers, approximately 55% held permanent appointments, 30% temporary, and 15% contractual positions. Overall, 62% reported being satisfied with their jobs, while 38% expressed dissatisfaction. Satisfaction levels varied notably across appointment types, with permanent teachers exhibiting higher satisfaction (around 75%) compared to temporary (50%) and contractual teachers (35%).

The chi-square test revealed a significant association between appointment type and job satisfaction ($\chi^2 = 24.75$, $p < 0.001$). Permanent teachers were significantly more satisfied than their temporary and contractual counterparts. This suggests that appointment stability plays a crucial role in perceived job satisfaction. Further analysis utilized logistic regression to identify which appointment-related factors most strongly predict satisfaction: Job Security: Teachers with permanent appointments reported higher feelings of job security ($p < 0.001$). The odds ratio indicated that permanent teachers were approximately 3.5 times more likely to be satisfied than temporary or contractual teachers.

Tenure and Experience: Longer tenure correlated with higher satisfaction levels ($p < 0.01$). Teachers with over five years of service showed a 2.8 times higher likelihood of satisfaction, highlighting the importance of career stability. Opportunities for Promotion: Access to career advancement was significantly associated with satisfaction ($p < 0.01$). Teachers with promotional opportunities reported 2.2 times higher satisfaction. Workload and Administrative Support: While not directly related to appointment type, teachers with permanent status generally reported better administrative support and manageable workloads, contributing indirectly to satisfaction.

Contributing Factors to Dissatisfaction

Conversely, teachers with temporary and contractual appointments expressed higher dissatisfaction primarily due to:

1. Lack of Job Security: The temporary nature of employment created insecurity, leading to stress and dissatisfaction.
2. Limited Career Advancement: Contractual teachers often lacked opportunities for promotion or permanent status.
3. Uncertainty of Renewal: Frequent contract renewals created anxiety, negatively impacting morale.

The statistical evidence underscores appointment type as a significant determinant of job satisfaction among Tamil medium teachers in Colombo. Permanent appointments provide stability, security, and opportunities for professional growth, which markedly enhance job satisfaction. Conversely, temporary and contractual appointments are associated with insecurity and limited career prospects, leading to dissatisfaction.

The logistic regression analysis confirms that job security and opportunities for promotion are the most influential factors. Teachers with permanent positions are more likely to feel satisfied due to these factors. The

findings align with existing literature emphasizing the importance of employment stability in job satisfaction among educators. Based on the analysis, policymakers should consider strategies to improve job security for temporary and contractual Tamil medium teachers. Transitioning more teachers to permanent status could significantly enhance overall job satisfaction, leading to improved teaching quality and student outcomes. Additionally, establishing clear pathways for career advancement and providing supportive administrative structures are essential.

In summary, appointment type is a critical factor influencing job satisfaction among Tamil medium teachers in the Colombo Education Zone. Permanent appointments are associated with higher satisfaction levels primarily due to job security and promotion opportunities. Addressing the disparities in appointment types can foster a more motivated, stable, and effective teaching workforce, ultimately benefiting the broader educational environment.

CONCLUSION

Post-hoc comparisons using Tukey's HSD test revealed that the difference in job satisfaction between permanent and casual teachers was statistically significant ($p < 0.01$). Similarly, the difference between permanent and temporary teachers was also significant ($p < 0.05$). No significant difference was observed between contractual and temporary teachers, indicating comparable levels of satisfaction within these groups. The effect size was measured using eta squared (η^2), which was calculated to be 0.046. This indicates a small to moderate effect, suggesting that appointment type accounts for approximately 4.6% of the variance in job satisfaction scores. In summary, the statistical analysis demonstrates that appointment type significantly influences job satisfaction among Tamil medium teachers in the Colombo Education Zone. Permanent teachers tend to report higher satisfaction levels compared to their temporary, contractual, and casual counterparts. These findings highlight the importance of employment conditions in shaping teacher motivation and retention strategies within the region.

Furthermore, the analysis indicates that teachers with College Education Appointments generally exhibit higher job satisfaction than those with Graduate or A-Level Appointments. This underscores the influence of appointment pathways on teachers' perceptions of their jobs. Addressing disparities and understanding the underlying factors behind these differences can help improve teacher morale and educational outcomes.

Overall, appointment type is a critical determinant of job satisfaction among Tamil medium teachers in the Colombo Education Zone. Permanent appointments, often associated with greater job security and promotion opportunities, lead to higher satisfaction. Addressing inequalities in appointment types can promote a more motivated, stable, and effective teaching workforce, ultimately benefiting the broader educational environment.

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